DOCUMENT RESUME

ED 470 650 CS 511 530

TITLE	Read Together: Parents and Educators Working Together for Literacy. NCTE Positions and Guidelines.
INSTITUTION	National Council of Teachers of English, Urbana, IL.
PUB DATE	2002-00-00
NOTE	9p.
AVAILABLE FROM	National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096. Tel: 800-369-6283 (Toll Free). For full text: http://www.ncte.org.
PUB TYPE	Guides - Non-Classroom (055) -- Reference Materials - Bibliographies (131)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	Bibliographies; Guidelines; *Literacy; Parent Child Relationship; *Parent Participation; *Parent Role; *Parent Teacher Cooperation; *Reading Aloud to Others; *Reading Processes

ABSTRACT

This brochure presents guidelines to help parents and educators work together in developing young readers. The brochure states that supporting a child is best accomplished when parents and teachers share common methods and basic understandings about the reading process. It describes ways parents can help their children as readers, outlining three ways to read aloud and what parents should do while reading books to their children. It also answers the following questions: How can I help my child learn to read?; and What should I do when my child gets stuck? The brochure provides lists of recommended books for emergent readers, early readers, and fluent readers. It also lists "great read-alouds" for parents to read to infants, toddlers, and beginning readers. The brochure closes by citing 16 signs of reading development. (NKA)

Reproductions supplied by EDRS are the best that can be made
from the original document.

http://www.ncte.org/positions/read-together.shtml

NCTE Positions and Guidelines
A Professional Association of Educators in English Studies, Literacy, and Language Arts

Read Together

Parents and Educators Working Together for Literacy

ED 470 650

Developing Young Readers

Learning to read doesn't happen magically. Parents and teachers play important roles in developing young readers. Supporting a child is best accomplished when parents and teachers share common methods and basic understandings about the reading process. This brochure describes ways you can help your child as a reader. As you work together, celebrate your child's efforts and successes--just as you did when your child learned to walk and talk.

Three Ways to Read Aloud

1. Child reads to parent.
Your child gains confidence in reading ability. Emphasize your child's positive achievements. Have your child reread the same material to develop more confident reading ability.

2. Parent reads to child.
Read aloud to your child to build positive attitudes toward books, to develop an understanding of written language, and to enjoy the sound of spoken language. You may choose books above your child's reading ability. Be sure the books will interest your child. You may even let your child choose the books.

3. Child and parent read together.
Take turns reading paragraphs or pages in a challenging or long book. Always be positive and lighthearted. Have fun sharing the reading material and your time together! Discontinue the reading if the reading experience becomes tense.

While you read the book . . .

CS 511530

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

- allow your child to spontaneously comment on events and characters in the story.

- discuss the predictions, opinions, thoughts, ideas, connections, and questions you and your child may have.

Encourage your child to spontaneously comment on events and characters in the story. Explore comments or connections that might not yet make sense; all learners' responses are purposeful and show their attempts to make the reading meaningful.

Discuss the predictions, opinions, thoughts, ideas, connections, and questions you and your child may have. We know that readers understand books differently, depending on their experiences. Differing ideas add value to conversations about stories.

These are natural and meaningful ways to know if your child is understanding the story.

How Can I Help My Child Learn to Read?

Research findings in early literacy have shown that the most important factors enabling children to become readers are:

- exposure to books and literature from infancy

- awareness of print around them (cereal boxes, store signs, freeway signs, etc.)

- awareness of letters, words, labels, and letter sounds in real-life contexts

- 10-30 minutes of daily reading aloud

- regular visits to the public library

- accessible books that interest children

- time to enjoy books by themselves

- parents/adults who read and value reading

- rich and varied experiences (visits to the zoo, aquarium, museums, fairs, etc.).

Most importantly, daily support from parents and adults significantly increases success in reading.

What Should I Do When My Child Gets Stuck?

- Ask the child, "what would make sense here?"
- Have the child look at the pictures to see if they give any clues.
- Skip the word or phrase and come back to it later.
- Ask the child, "What word would make sense and begins with that letter?"
- Have the child look at the word and say it slowly as you run your finger under it.
- Ask the child, "Do you see a part of the word that you know?"
- Telling the word to the child is okay at times.

Emergent Readers

Child is learning about print and is becoming aware that print tells a story or gives information. Child uses pictures to retell what is in a book.

Brown Bear, Brown Bear
by Bill Martin

Count and See
by Tana Hoban

Each Peach Pear Plum
by Janet and Alan Ahlberg

Five Little Monkeys Jumping on the Bed
by Eileen Christelow

Go Away, Big Green Monster
by Ed Emberley

"More, More, More" Said the Baby
by Vera B. Williams

My First Book of Songs
by Jane L. Manning

My Aunt Came Back
by Pat Cummings

No, No, Jo!

by Kate H. McMullan

On Mothers Lap
by Ann Herbert Scott

Rosie's Walk
by Pat Hutchins

Sweet Baby Coming
by Eloise Greenfield

Who Sank the Boat?
by Pamela Allen

> *Few children learn to love books by themselves. Someone has to lure them into the wonderful world of the written word; someone has to show them the way.*
> --Orville Prescott, *A Father Reads to His Children*

Early Readers

Child begins to use knowledge of letter/sound relationships and is developing a sight vocabulary of high frequency words (a, and, the, etc.). Child uses print and pictures to read a story and begins to point to actual words being read.

Bony Legs
by Joanna Cole

The Carrot Seed
by Ruth Krauss

Daddy Play with Me
by Sigeo Watanabe

Fox in Love
by Jim Marshall

Go, Dog. Go!
by Philip D. Eastman

I Like Books
by Anthony Browne

It Looks Like Spilt Milk
by Charles Shaw

Just Grandma and Me
by Mercer Mayer

Mama, Do You Love Me?
by Barbara M. Joose

Messy Bessy
by Patricia McKissack

Noisy Nora
by Rosemary Wells

There Was an Old Lady Who Swallowed a Fly
by Simms Taback

The Very Hungry Caterpillar
by Eric Carle

Mufaro's Beautiful Daughters: An African Tale
by John Steptoe

New Cat
by Yangsook Choi

On Mother's Lap
by Ann Herbert Scott

Que Sorpresa de Cumpleaños!
by Loretta Lopez

Stinky Cheese Man
by Jon Scieszka

Strega Nona
by Tomie de Paola

Swimmy
by Leo Leonni

The Trees of Dancing Goats
by Patricia Polacco

The Turkey Girl: A Zuni Cinderella
by Penny Pollock

Where the Wild Things Are
by Maurice Sendak

> *You may have tangible wealth untold: Caskets of jewels and coffers of gold, richer than I you can never be-I had a Mother who read to me.*
> --"The Reading Mother," by Strickland Gillilan, from *Best Loved Poems of the People*

Fluent Readers

Child is able to read independently and reads fluently for meaning. Sentence structure is varied and child need not rely on repetition or patterned sentences.

Amelia Bedelia
by Peggy Parrish

Borrequita and the Coyote
by Verna Aardema

Clifford the Big Red Dog
by Norman Bridwell

The Drinking Gourd
by F. N. Monjo

Finding the Titanic
by Robert Ballard

Frog and Toad Are Friends
by Arnold Lobel

Henry and Mudge and the Forever Sea
by Cynthia Rylant

The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear
by Don and Audrey Wood

Nate the Great
by Marjorie Weinman Sharmat

A Picture Book of Rosa Parks
by Davis Adler

Stories Julian Tells
by Ann Cameron

Too Many Tamales
by Gary Soto

Whales
by Seymour Simon

Great Read-Alouds

Infants, toddlers, and beginning readers will have a wonderful time listening to these favorite stories read to them by parents.

Abuela
by Arthur Dorros

Alexander and the Terrible, Horrible, No Good, Very Bad Day
by Judith Viorst

Dancing Feet
by Charlotte Ageli

A Day's Work
by Eve Bunting

Dr. DeSoto
by William Steig

Flossie and the Fox
by Pat McKissack

Good Night Moon
by Margaret Wise Brown

Grandmother's Dreamcatcher
by Becky Ray McCain

Ira Sleeps Over
by Bernard Waber

The Island of the Skog
by Stephen Kellogg

Koala Lou
by Mem Fox

Minty, the Story of Young Harriett Tubman
by Alan Schroeder

Signs of Reading Development

- Holds a book right-side up

- Turns pages from right to left
- Interprets pictures and makes up a story using pictures to read
- Retells a story in sequence
- Mimics and points to print but without voice and word matching
- Memorizes stories
- Begins to gain knowledge of letters and sounds and letter/sound relationships
- Begins to recognize names, words on cereal boxes, labels on toys, names of stores and restaurants
- Finger points to read single words
- Asks questions about what a word is
- Begins to identify common, high frequency words (a, and, the, it, is, will, go, to, etc.)
- Attends to beginning consonant sounds
- Attends to ending consonant sounds
- Uses picture cues to read unknown words
- Self-corrects when something doesn't make sense or doesn't sound right
- Develops fluency with practice

Sponsored by the Reading Commission

Mary H. Maguire, Director

Bess I. Altwerger, Evelyn Hanssen, Debra Jacobson, Kristina Jilbert, Carmen I. Mercado, Carol Porter, Ruth J. Saez-Vega, Joann Wong-Kam, and Vicki Zack with Anna Sumida

National Council of Teachers of English
1111 W. Kenyon Road
Urbana, Illinois 61801-1096

Phone: 217-328-3870 • 800-369-6283
Fax: 217-278-3761 • Web: www.ncte.org
E-mail: public_info@ncte.org

BEST COPY AVAILABLE

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

X	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").